

A MODEL FOR BAHASA GORONTALO PRESERVATION TO EARLY CHILDHOOD

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Abstract: This study aims to provide an overview of model development of a Gorontalo traditional language (hulondalo) preservation in early childhood education. The method used is the four-D model of Research and Development (R&D). Validation of the model involves academics in the field of Early Childhood Education and Out-of-school Education, State University of Gorontalo, as well as Kindergarten Educators in Gorontalo Province. Limited trial of the model was conducted on 15 students, while the wider model trial was conducted on 28 students. The statistical results showed a significant increase in the value of the Posttest compared to the Pretest in both trials. Overall, the model can be applied to the preservation of the Gorontalo regional language in early childhood.

Keywords: Language Preservation, Gorontalo Traditional Language, Hulondalo, Early Childhood Education

Pendahuluan

The various regional languages and literatures owned by the Indonesian people are a wealth of the Indonesian people to be proud of. However, this wealth is not an easy task, when faced with protection, benefit extraction, and efforts to maintain its diversity. Based on the Basic Data on Language and Literature of the Ministry and Culture of Indonesia, there are 718 languages in Indonesia (<https://dapobas.kemdikbud.go.id/>), although some will still develop but it cannot be denied that most of these languages will become extinct. Mentioned that there are more than 640 regional languages with about 139 languages in danger of extinction and 15 languages that are completely dead. Endangered languages are found in Kalimantan (1 language), Maluku (22 languages), West Papua and the Halmahera Islands (67 languages), Sulawesi (36 languages), Sumatra (2 languages), and Timor-Flores and Bima-Sumbawa (11 languages) Meanwhile, languages that have become extinct are in Maluku (11 languages), West Papua and the Halmahera Islands, Sulawesi, and Sumatra (1 language each) (Atlas of the World's Language in Danger of Disappearing, UNESCO in review <https://badanbahasa.kemdikbud.go.id/>). The Gorontalo language is one of the languages that are threatened with extinction. The factor of the extinction of regional languages is caused by internal and external factors. Internal factors are caused, among others, by: economic factors, disorientation of the education curriculum, weak socialization in the family, lack of awareness of the younger generation, dominant culture by the majority community. Furthermore, external factors are caused by factors of modernization and globalization, inter-tribal marriages, the existence of foreign languages in Indonesia, and cultural domination.

Regional languages as one of the potentials and cultural wealth of the nation are guaranteed by the state as stated in Article 36 Chapter XV of the 1945 Constitution. Furthermore, regional languages are cultural treasures that can be used not only for the benefit of developing and standardizing our national language, but also for the benefit of fostering and developing the regional language itself (Aliana 2009 in Saputro, 2018). Therefore, Regional Languages need to be maintained and preserved. The Gorontalo language is one of the regional languages of the many regional languages in Indonesia. As one of the cultural treasures of the Indonesian nation, the Gorontalo language needs to be preserved. The Gorontalo language as a regional language needs to receive appreciation, respect and maintenance support from the Government. The form of appreciation and respect is in the form of providing opportunities for its development through language inventory, improving the quality of teaching regional languages, providing opportunities to conduct research on regional languages and literature, as well as establishing policies on regional languages in legislation. Furthermore, maintenance support that needs to be sought is in the form of inventories, documentation, seminars, and also the publication of articles in journals. All of these fall into the category of language development including Gorontalo.

A growing phenomenon, nowadays there is a fact that especially in the life of the people of Gorontalo, many children are not familiar with the local language. In the family environment, even though the father and mother are Gorontalo, the children still tend to use Indonesian. Children and adolescents are more interested in using written language by changing the script and structure of the Indonesian language according to individual wishes and mixing Indonesian, regional and foreign languages according to the communication system they have agreed upon through SMS and Facebook communication. Lihawa, Miolo 2013). If this happens continuously, it is possible for the Gorontalo language to become extinct at a certain time in the future. Due to the decline in the use of

the Gorontalo language, the preservation of the Gorontalo language is a necessity. Therefore, the preservation of regional languages is one of the aspects programmed by the Government.

Efforts to preserve the Gorontalo language need to start with Early Childhood Education (PAUD). These efforts are carried out through face-to-face learning. The Gorontalo Language preservation model is in line with the Early Childhood Education curriculum as stated in the Minister of Education and Culture Regulation number 137 of 2014 concerning PAUD Standards article 9, where content standards require that themes and sub-themes be arranged according to the characteristics, needs, stages of child development, and culture. local. This strengthens the opportunity for Gorontalo language learning as an effort to preserve the Gorontalo language among students. On this basis, efforts to preserve the Gorontalo language in early childhood need to be maximized so that children can grow and develop optimally without forgetting the noble values of their culture.

At the Pembina State Kindergarten (TK) of Telaga District, Gorontalo Regency, it is possible to preserve the Gorontalo language through learning. For this reason, it is necessary to prepare learning management carefully so that conservation efforts are in line with shared expectations. One of the problems encountered in the Gorontalo language learning field at the Pembina Kindergarten has not become a priority. Therefore, it is necessary to develop a model for the preservation of the Gorontalo language so that the Gorontalo language is at least controlled by the majority of graduates of the TK Negeri Pembina subdistrict, Telaga district, Gorontalo Regency.

Metodologi

This research on the development of the Gorontalo language preservation model uses the four-D Research and Development (R&D) model by Thiagarajan et al (1974). The stages of the model are: (i) defining, (ii) design, (iii) development (Develop), and (iv) dissemination (Disseminate). The Preliminary Study is carried out at the definition stage. Furthermore, model development and model testing are carried out at the design and develop stages. Finally, the preparation of the recommended model is carried out in a series of stages of dissemination.

For model validation, academics in the fields of Early Childhood Education and Out-of-School Education, State University of Gorontalo, and Kindergarten Educators in Gorontalo Province were involved. The model trial was carried out through the following steps: (i) limited trial, (ii) model revision based on the results of the limited trial, (iii) wider trial, and (iv) model revision based on the wider trial result. Limited model trials were conducted on 15 students, while wider model trials were conducted on 28 students. The model development scheme is shown in Figure 1 below:

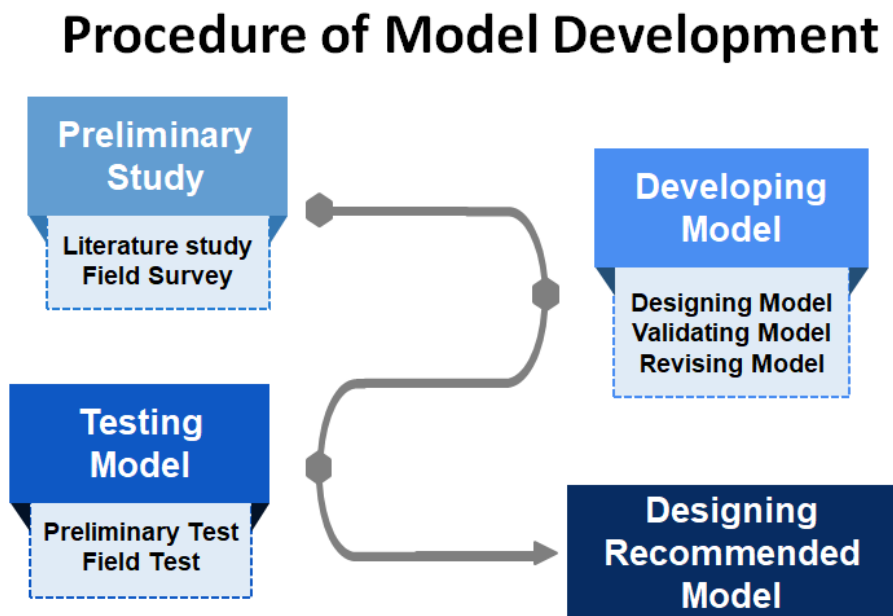


Figure 1. Procedure of model development of Gorontalo traditional language preservation.

Furthermore, for the data collection instruments in this study in the form of documents, tests, observations, and interviews. For data analysis used quantitative analysis and qualitative analysis.

Results

Furthermore, the instrument of data collection in this study is in the form of As has been stated that the Gorontalo language learning for students has been carried out at the State Kindergarten of Pembina Telaga. The survey results found that although Gorontalo language learning has been carried out, it has not been maximized. Some of the causes include: (i) Teachers do not yet have a Gorontalo language learning guide, (ii) The tendency of children to be interested in playing games, and (iii) Not all teachers have mastered the Gorontalo language.

Specifically for the development of the Gorontalo Language Preservation Model at the TK Pembina Telaga, Gorontalo Regency, it uses a paradigm with three components, namely: input, process and output. The input stage is more focused on the preparation of model development which begins with the preparation of students as raw input for developing their competencies. In addition, at this input stage, it is necessary to prepare factors as well as educators, curriculum, media for increasing competence, and costs. Furthermore, in the process stage, namely the implementation of activities consisting of steps, namely planning, implementation, and evaluation. Finally, the output as the expected output is the ability of students after finishing learning.

For the process component, the implementation of activities is carried out in three stages, namely: (i) planning stage, (ii) implementation, and (iii) evaluation. The planning stages of the activities carried out include: preparation of learning tools, assessments, and learning facilities (including APE and video), and scheduling of Gorontalo language learning. The implementation stages include; Initial activities, core activities, and final learning activities. In this study, the approach used is an integrated thematic approach. Through this theme, efforts are made to train the "speaking language" of students. In addition, video and audio tools are used to train children's hearing about the pronunciation of Gorontalo language phrases. In the process of the activity, every student is attempted to pronounce every phrase that is taught. For the evaluation activity stage, children are tested for their ability to pronounce Gorontalo language words. Finally, the output component is the output in the form of increasing the competence of the TK Pembina Telaga students to pronounce the Gorontalo language, and to use the language politely and fluently.

For the effectiveness of the model, in the limited trial stage where the target is one class with 15 students the results of the final test are compared with the initial test, the results of statistical tests carried out using the Wilcoxon test were analyzed through the SPSS application with $\alpha = 0.05$ (two test parties) with the following results:

a document, test, observation, and interview. For data analysis used quantitative analysis and qualitative analysis.

Table 1. Statistic analysis of subtraction of Pretest to Posttest (Pre - Post) of Preliminary Test (subject: 15 students); (a) is mean and sum of ranks, (b) is significance test.

Ranks				
Pre - Post		N	Mean Rank	Sum of Ranks
a. Pre < Post	Negative Ranks	15 ^a	8.00	120.00
b. Pre > Post	Positive Ranks	0 ^b	.00	.00
c. Pre = Post	Ties	0 ^c		
Total		15		

(a)

Test Statistics ^b	
	Pre - Post
Z	-3.443 ^a
Asymp. Sig. (2-tailed)	.001
a. Based on positive ranks	
b. Wilcoxon Signed Ranks Test	

(b)

The test results obtained a value of $Z = -3.443$ with a value of "Asymp. Sig" is less than 0.001. This indicates that the critical value for z in the column "Asymp. Sig" is less than 0.05. Thus it can be concluded that there is an increase in the competence of students in the Gorontalo language. Furthermore, in a wider trial phase where the target is two classes with a total of 28 students the results of the final test are compared to the initial test, the results of statistical tests carried out using the Wilcoxon test were analyzed through the SPSS application with $\alpha = 0.05$ (two-party test).), with the following results:

Ranks					Test Statistics ^b	
Pre - Post		N	Mean Rank	Sum of Ranks		Pre - Post
a. Pre Post	< Negative Ranks	28 ^a	14.50	406.00	Z	-4.640 ^a
b. Pre Post	> Positive Ranks	0 ^b	.00	.00	Asymp. Sig. (2-tailed)	.000
c. Pre Post	= Ties	0 ^c			a. Based on positive ranks.	
Total		28			b. Wilcoxon Signed Ranks Test	

(a)

(b)

From the test results, the value of $Z = -4.640$ was obtained with the value "Asymp. Sig" is less than 0.001. This indicates that the critical value for z in the column "Asymp. Sig" is less than 0.05. Thus it can be concluded that there is an increase in the competence of students in the Gorontalo language.

From the results of the model test, both limited test and wider test as well as discussions with validators and related parties, the developed model needs to be added with supervision.

Thus, the results of the development of the Gorontalo Language preservation model through learning at the Gorontalo Regency Telaga Trustee Kindergarten in Gorontalo language as shown in Figure 2:

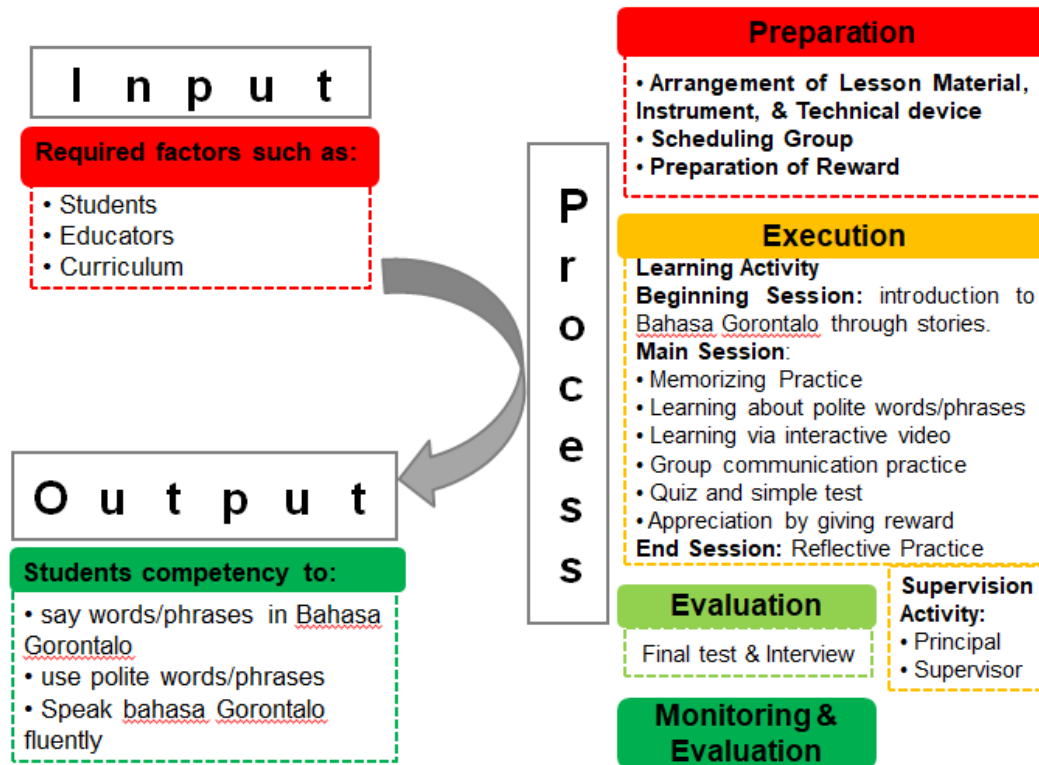


Figure 2. Component of model implementation

Conclusion

Based on the research, the researcher can conclude in the development of the Gorontalo language preservation model for early childhood in this case to introduce and maintain culture from an early age in learning. This is the goal of achieving research on the development of a model for the preservation of the Gorontalo language at an early age in the Pembina Kindergarten. The target of this research is the achievement of learning indicators and local culture after getting local culture-based learning skills that are developed. Some things that need to be recommended: There is a recommendation from the Gorontalo District Education Office to apply the Gorontalo Language preservation model as a Gorontalo language learning model in kindergartens throughout Gorontalo Regency. Furthermore, it is necessary to have support from the kindergarten principal for the development of a Gorontalo Language preservation model in their respective institutions. the last model of preservation of the Gorontalo language is expected to be a reference for teachers to be applied in learning the Gorontalo language.

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